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## Reports from the Classical Field

Edited by J. J. SCHLICHER

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It is the purpose of this department to keep the readers of the *Journal* informed of events and undertakings in the classical field, and to make them familiar with the varying conditions under which classical work is being done, and with the aims and experiences of those who are in one way or another endeavoring to increase its effectiveness. The success of the department will naturally depend to a great extent on the co-operation of the individual readers themselves. Everyone interested in the *Journal* and in what it is trying to do is therefore cordially invited to report anything of interest that may come to his notice. Inquiries and suggestions will also be useful in directing the attention of the editors to things which may otherwise escape their notice. Communications should be addressed to J. J. Schlicher, 1811 N. Eighth Street, Terre Haute, Ind., or (for New England) to Clarence W. Gleason, Volkmann School, 415 W. Newbury Street, Boston, Mass.

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### THE NEW ENGLAND MEETING

The fifth annual meeting of the Classical Association of New England was held at Hartford on Friday and Saturday, April 1 and 2. The program follows:

Words of Greeting, F. P. Moulton, of the Hartford High School, President of the Association.

"The Princeton Preceptorial System in Practice," Professor Donald Cameron, Boston University.

The "system" is applied very differently in different departments and in different courses of the same department. In freshman Latin or Greek the chief object of the preceptorial work is to strengthen the student's knowledge of the language. This is done largely by prose composition in the first term, in the second by the reading of authors. It is in the higher courses that the system finds its full and distinctive application. Here under the guidance of his preceptor the student supplements and broadens the lecture or class work by reading either in classical authors or modern works, and so is led to study subjects instead of merely taking courses.

"The Growing Burdens of the High-School Teacher," Miss Alice M. Wing, Central High School, Springfield, Mass.

The heaviest burden which the teacher bears is in trying to co-ordinate the conditions in which the pupil lives and works with the conditions imposed by higher institutions, that the boy and girl may not be entirely crushed between the two. The tendency to criticize on the part of examining boards and higher institutions if our scholars fail to pass the examination they set, and the consequent lack of sympathy, makes it heavier. This could be relieved by a system of visiting between colleges and high schools and a better understanding between them. Finally, there is the burden which comes from the small salary coupled with the large desire to add to our attainments by travel and study.

"Dangers of the Modern Trend of Education," Mr. George H. Libby, Principal of the High School, Manchester, N.H.

The aim of the high-school student and the quality of his scholarship seem to be lowering. We look more for men who do things than for men of thought and wisdom. But a man whose training fits him merely for getting on does not find the full measure of happiness nor give the full measure of service. All courses should be made compulsorily broad, so that a student may find in them his true interest and through them find himself.

The tendency of the college system is to increase the number of subjects offered and to shorten the time of study. But the boy who has given long, persistent effort in fewer fields is the boy of training and purpose. In several eastern colleges statistics show that the boy with a classical training outstrips the science boy in his own field. French is too easy. German has not a logically developed grammar. Science means too much the following of formulae and playing with apparatus, not scientific research, nor training of the logical faculty.

"The New Latin Requirements," Professor John C. Kirtland, Phillips Academy, Exeter, N.H.

Greetings to the Classical Association of New England from the Classical Association of the Atlantic States, Professor Charles Knapp, Barnard College, New York.

"An Interpretation of the Frieze of the Parthenon," Dr. John Tetlow, Girls' Latin School, Boston.

In opposition to the traditional interpretation of the frieze of the Parthenon, Mr. Tetlow supported that given by Thomas Davidson, which, briefly, is as follows: The Parthenon frieze does not represent the Panathenaic peplos-procession (1) because that was a single procession in honor of one divinity, Athena, whereas the frieze represents two distinct processions advancing each toward a distinct group of seven divinities; (2) because the frieze does not contain certain features that were essential parts of the Panathenaic procession; notably the ship, the peplos, and the hoplites.

The Parthenon frieze represents two processions, an Ionian and a Dorian, uniting in a common sacrifice of thanksgiving to the gods especially honored by those two branches of the Greek race, in recognition of the aid afforded by the gods in the victory at Salamis.

The seven divinities on the eastern frieze, facing the Dorian procession, are: Zeus, Hera, Hebe, Ares, Artemis, Polydeuces, and Castor. These divinities were especially honored by the Spartans, and symbolize their warlike traits. The seven divinities on the western frieze, facing the Ionian procession, are: Athena, Hephaestus, Poseidon, Apollo, Persephone, Demeter, and Iakchos. These divinities were especially honored by the Athenians, and symbolize the civilizing tendencies that marked the Ionian character.

"Information—Its Causes and Cure," Rev. Flavel S. Luther, President of Trinity College.

I should like to see a rebirth of the idea that it is worth while to know something for sure, the idea that information, acquirement, the knowledge of a large collection of related facts, is one of the most valuable possessions that any man or woman can

have. I should like to see a return to more and more of the verbatim recitation from students young and old. . . . One cannot be well informed without being able to state what is in the books that he reads. The chances are that he is better informed if he can make those statements in the language of the books that he has read than if he translates them into language of his own. . . . Out of this sort of thing (the looseness and inaccuracy in the thinking of students trained under present methods) is growing very rapidly, I think, not only an indifference to facts, but an inability to recognize the difference between fact and fiction, a disregard of the small things that change the meaning of large things. Let me emphasize again my opinion that we shall do well to restore the accurate, carefully prepared recitation to its old place.

"Virgil in the Age of Elizabeth," Professor Kenneth C. M. Sills, Bowdoin College.

A consideration of the extent of Virgil's influence in English literature from 1558 to 1616, illustrated by the number and the quality of the translations, by the use made of him in Sackville, Spenser, Shakespeare, and Bacon, by quotations in such works as Sidney's *Lady of May*, and above all by the important place assigned him by the literary critics of the time, who, under the domination of Scaliger's hero-worship, regarded Aeneas as the ideal hero and governor, and Virgil as the poet above all others who was to be studied and admired.

"Roman Law and Roman Literature," Dr. James J. Robinson, The Hotchkiss School.

The Romans themselves believed in their pre-eminence in legal achievement, and moderns have regarded the system of Roman law as Rome's greatest contribution to modern thought and civilization. Yet the study of the legal side of Roman greatness has been neglected or pursued by the legal profession alone.

The discussion of questions of law in public daily left their influence on the thought and expression of the Romans. Legal knowledge penetrated even to the people. A vast amount in the literature of Rome and in the literary spirit of the Romans is due to legal influences. This is found to be so in the various authors, both poets and prose-writers. Plautus becomes a source for the study of Roman law. Horace, Juvenal, Tacitus, and Martial all display many legal terms and principles. To appreciate and interpret these authors an intimate knowledge of the legal elements is desirable.

The language of the Roman jurists affords an interesting object of study. Long after the language of the great poets had become artificial and soulless, the jurists employed a concise, clear, and elegant style, and the greater part of the intellectual genius of the Romans was devoted to legal literature.

"Lesbian Notes," Professor J. Irving Manatt, Brown University.

Professor Manatt described a trip taken five years ago from Troy to the various cities of Lesbos. The Romans were fond of going there, for Lesbos was a favorite pleasure resort. It was there that Pompey after his great victory was entertained by a competition of Lesbian poets. The island is not one-half the size of Rhode Island, but raised a crop of genius such as no other equal territory except Athens. Here, with a Greek schoolmaster and scholar as guide, Mr. Manatt had the rare pleasure of reading through the *Iliad* with snowy Ida in sight. Here he saw the saffron-robed dawn rising out of the sea, making a strong argument that the Lesbian bard of Sappho was Homer. Professor Manatt spoke also of Lesches, the Cyclic poet, Alcaeus and Sappho, and in closing read the beautiful new ode of Sappho on Atthis.

"The Main Points to Be Stressed in Preparation for Entrance Examinations in Latin," Professor Nelson G. McCrea, Columbia University. [This paper will be published in full in a later number of the *Journal*.]

"Rome's Heroic Past in the Poems of Claudian," Professor Clifford H. Moore, Harvard University.

"Some Economies in Teaching Latin, with Special Reference to Syntax," George H. Browne, Browne and Nichols School, Cambridge, Mass.

From the first the beginner needs to be able to select *any* case-form of all words, not *all* the case-forms of *any one* word. Pupils reading "with accuracy, intelligence, and appreciation" should not be interrupted to "name the construction" when they know the meaning. Intelligent phrasing alone makes reading possible, and reading knowledge alone makes possible the attainment of any other aims and by-products of classical studies.

Simplify (1) the presentation of the forms, (2) the presentation of the facts of an inflected language by vitalizing interpretation, and (3) syntax by utilizing the familiar adjective and adverbial phrases and verb-groups of the spoken language. If the meaning is clear, the "grammar" for reading purposes may often be left for the time being to take care of itself.

"Integer Vitae," Professor George L. Hendrickson, of Yale University. [This paper appeared in the April number of the *Journal*.]

The officers elected for next year are: President, Professor C. H. Moore, Harvard University; Vice-President, Mr. George H. Libby, Manchester (N.H.) High School; Secretary-Treasurer, Professor George E. Howes, Williams College; Members of the Executive Committee (for two years), Miss Mary A. Allen, Holyoke (Mass.) High School, and Professor Hendrickson, Yale University.

#### College-Entrance Requirements in Latin: A Further Statement

The Commission has voted unanimously to issue the following statement, which will later be incorporated in the definitions of the requirements:

Colleges which require only two years, or only three years, of Latin for entrance can adapt the definitions of the Commission to their needs by the mere omission of the portions which assume a longer preparatory course. For a *two-year requirement* the reading should be not less *in amount* than Caesar, *Gallie War*, i-iv; this reading should be selected by the schools from Caesar (*Gallie War* and *Civil War*) and Nepos (*Lives*); and no part of the reading should be prescribed for examination. For a *three-year requirement* the reading should be not less *in amount* than Caesar, *Gallie War*, i-iv, and Cicero, the orations against Catiline, for the Manilian Law, and for Archias; this reading should be selected from Caesar (*Gallie War* and *Civil War*) and Nepos (*Lives*), Cicero (orations, letters, and *De Senectute*) and Sallust (*Catiline* and *Jugurthine War*); Cicero's orations for the Manilian Law and Archias should be prescribed for examination. Or the requirement in poetry, as defined by the Commission, may be offered as optional in place of the third-year prose.

In this statement the Commission proposes no modification of the definitions, but aims merely to make them usable for the requirements of all colleges.

A number of individual colleges and universities, besides those mentioned in the April number of the *Journal*, among them the University of Michigan, Mount Holyoke College, Wesleyan University (Middletown, Conn.), Bowdoin, Beloit, Adelphi, Amherst, Williams, and others, have recently voted to hold their examinations in accordance with the requirements in the future. Representatives of fifteen New England colleges met some weeks ago, and voted to recommend to their institutions the adoption "as a whole" of the commission's report. The College Entrance Examination Board has also voted to set examinations in accordance with the new requirements in 1911, and to express the hope that they will be generally adopted, so that it will not need to continue the old form of examinations after 1911.

#### Classical Association of the Atlantic States

Fourth meeting, held at the College of the City of New York, April 22 and 23. The program follows:

Address of Welcome, by Dr. John H. Finley, President of the College of the City of New York.

"A Program of Reform for Secondary and Collegiate Instruction in Latin and Greek," by Dr. Barclay W. Bradley, College of the City of New York.

"The Feeling for Nature in Horace's Poetry," by Dr. Elizabeth H. Haight, Vassar.

"The Present Status of Latin Text Criticism," by Professor B. L. Ullman, University of Pittsburgh.

"What and Why in Greek and Latin Composition," by Mr. A. L. Hodges, of the Wadleigh High School, New York City.

"The Classical Element in the Poetry of Thomas Gray," by Professor Grace H. Macurdy, Vassar College.

"Concerning Vocabulary and Parsing," by Professor Herbert T. Archibald, of Baltimore.

"References to Painting and Literature in Plautus and Terence," by Professor Charles Knapp, Barnard College.

"Roman Law and Roman Literature," by Dr. James J. Robinson, The Hotchkiss School.

"Studies in Euripides: Iphigenia in Tauris 15, 73, 97-100," by Professor J. E. Harry, University of Cincinnati.

"Classical Art in the Metropolitan Museum," by Dr. Edward Robinson, of the Metropolitan Museum.

"Byways of Roman Verse," by Mr. B. W. Mitchell, Central High School, Philadelphia.

"The Main Points to be Stressed in Preparation for Entrance Examinations in Latin," by Professor Nelson G. McCrea, Columbia University.

"The Work of the American School of Classical Studies at Athens," by Professor William Kelley Prentice, Princeton University.

"Roman Coins and Classical Study" (illustrated by the stereopticon), by Professor George N. Olcott, Columbia University.

At the evening session greetings were presented from the Classical Association of the Middle West and South, by Professor J. E. Harry, of the Univer-

sity of Cincinnati, and from the Classical Association of New England, by Dr. James J. Robinson, of the Hotchkiss School, Lakeville, Conn. At the same session Professor John C. Rolfe, of the University of Pennsylvania, delivered an address on "The Scientific Knowledge of the Ancient Greeks and Romans."

#### The May Conference at Dartmouth College

Tenth annual conference held at Hanover, N.H., May 19, 20, 21. The conference this year was devoted to the classics, and the subject was "The Study and Teaching of Latin and Greek."

"The Place of the Tragic Drama in Athenian Life and Literature," Professor Charles D. Adams.

"The Oedipus Legend and Its Presentation by Sophocles," Dr. LeRoy C. Barret. Stereopticon Views of the Remains of Greek Theaters.

"The Object and the Results of the Study of Latin," Professor John K. Lord.

Discussion, opened by Miss Alice M. Wing, Central High School, Springfield, Mass.

"*Laudator temporis acti, sperans autem meliora*," Principal William Gallagher, Thayer Academy.

"The Reconstruction of the Latin Course," Professor John C. Kirtland, Phillips Academy, Exeter.

"The Examinations of the College Entrance Examination Board," Principal D. W. Abercrombie, Worcester Academy.

"Ferrero's Treatment of the First Book of Caesar's Gallic War," Professor Harry E. Burton.

"Crete and Homer," an address, illustrated with stereopticon views of the discoveries in Crete, Professor Charles E. Hawes, Cambridge, England.

The special feature of this year's conference was the presentation, in Greek, of the *Oedipus Tyrannus*, on Friday evening, by students of Dartmouth College. The music of the six choral odes was that composed by John Knowles Paine for the production at Harvard in 1881. The costumes were designed after representations in sculpture and on vases of the period immediately before the Persian wars. The background of the stage was painted according to a plan suggested by the palace front on the François vase. The effect produced was that of a primitive palace fronting upon a courtyard surrounded by columns. In this courtyard the action takes place.

A second presentation of the play will be given on June 28.